

2021 Annual Report to The School Community



School Name: Footscray City Primary School (1912)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2022 at 11:18 PM by Jessie Hand (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2022 at 09:10 AM by Angela Glover (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Footscray City Primary School (FCPS) is a Foundation to year 6 school established in 1877 in the inner west suburb of Footscray, in the City of Maribyrnong, seven kilometres from central Melbourne. The school is located next to the City of Maribyrnong Council Offices and is four hundred metres south of the Footscray railway station. We are also a campus for the Western English Language School (WELS).

The school's history is reflected in its three buildings. The original 1877 Bluestone Building is now used for the Instrumental and Ensemble Music Program and the allocation of classroom spaces for the WELS. The 1910 brick building houses six classrooms and a large central area that allows for collaborative learning experiences and community gatherings. The 1970's brick building houses the school's administration area, staff-room, art program, canteen, general purpose classrooms and a variety of offices and small group spaces.

The school's grounds currently have two main playground areas, a synthetic grass soccer field, active use garden areas, sandpits and asphalt hard-court space for basketball, bat-tennis, and volleyball.

A total of 513 students were enrolled at this school in 2021, 241 female and 272 male. 14 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. Of the 513 student population, two children were from overseas and enrolled as international students.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-economic band values are: Low, Low-Medium, Medium and High. The socio-economic band value of Footscray City Primary School in 2021 was LOW. That is, the rate of socio-economic disadvantage within our community is statistically low.

With a growing local population, the school has come under enrolment pressure and is implementing priority placement order in accordance with DET policy. This sees us enroll children for whom we are their designated neighbourhood school and those who have a sibling already enrolled in the school and who resides at the same address.

The workforce composition includes 23 full-time teaching staff and 7 part-time teaching staff, 3 Education Support Staff in administrative roles and 6 Education Support Staff in Classroom Assistant/Integration Aide roles. The leadership structure includes Principal, two Assistant Principals (Foundation-2 and Years 3-6), two Learning Specialists (Foundation-2 and Years 3-6) and a Student Engagement and Wellbeing Officer.

FCPS is one of four schools involved in the Footscray Learning Precinct. This State Government initiative has seen us work collaboratively with the educators from these other schools since 2016 so as to develop a Framework for Student Learning that is research based and strives for excellence in the learning opportunities available to the community. Stage One funding saw the Master Plan developed for the entire FLP, which included plans for the refurbishment of the Main Building at FCPS to allow for the modernisation of facilities in accordance with current learning and teaching pedagogy. Stage One funding also delivered the Gymnasium and Performing Arts Building at FCPS which is a shared facility with the Pilgrim Street Campus of Footscray High School. As a further part of the FLP, funding has been allocated for an Early Learning Centre on the site next to FCPS with the expectation that the educators in both settings will collaborate to ensure high standards of learning and smooth transitions from the early learning to primary school setting. This is scheduled for opening in 2022.

Mission

We are future making for every child so that they are learning to learn, learning to thrive and learning to contribute.

Vision

Our students will possess the skills, knowledge and ways of thinking that enable them to embrace learning, respond to challenges and thrive as active members of the community.

Values

At Footscray City Primary School we are a diverse and inclusive COMMUNITY who value:

Taking RESPONSIBILITY for our learning and our impact on our selves, others and our environment.

Thinking and acting with KINDNESS which means we are friendly towards others and considerate of their feelings.

Demonstrating RESILIENCE by persisting and being courageous when faced with challenges in our learning and relationships.

Framework for Improving Student Outcomes (FISO)

Footscray City Primary School delivered on the DET 2021 School Priorities Goal by prioritising work according to the three allocated Key Improvement Strategies.

Key Improvement Strategy #1 Learning, catch-up and extension priority saw us draw on priorities outlined in the building practice excellence area of the FISO. We maintained our Professional Learning Community and Professional Learning Team structures to support teacher collaboration and strengthen teaching practice. Our teams had protected time on a daily basis during Remote and Flexible Learning to evaluate and plan curriculum, analyse assessments and develop lesson sequences and resources. Teachers were supported to consistently and explicitly implement the school's instructional model. The impact of this work was measured through teacher formative assessment data, teacher records and observations and teacher judgement data.

Key Improvement Strategy #2 Happy, active and healthy kids priority linked directly to the Empowering students and building school pride component of FISO. Our whole-school actions included the ongoing implementation of whole-school approaches to student wellbeing, most particularly the implementation of the School Wide Positive Behaviour Support (SWBS) Framework and the Rights, Responsibilities and Respectful Relationships through classroom and specialist programs. Our school values and expected behaviours (developed through the SWPBS framework) were utilised to establish classroom agreements and routines and were adapted for the Remote and Flexible Learning environment. These were also referenced in providing students with acknowledgement of their personal and social growth, such as through our Student of the Week Awards and classroom tally charts. For children requiring targeted small group or 1-1 intervention, the leadership team and classroom teachers continued to collaborate with allied health professionals and embed recommended goals/strategies in the Individual Education Plans of these students. The Leadership and Wellbeing team also supported families to access specialised interventions through referral to outside agencies and medical practitioners.

Key Improvement Strategy #3 Connected school priority relates to the Building Communities area of FISO and our priority was to strengthen and embed school-wide approach to communication with parents/carers and incorporate new ways in which to remain connected during remote and flexible learning. The leadership team prioritised time for staff to communicate and build relationships with parents/carers by protecting this time in weekly schedules of teaching teams. This included providing feedback on student learning via the online platforms, contacting parents via phone/email to discuss learning and wellbeing priorities and actions, conducting formal meetings such as Student Support Group (for children with identified learning/wellbeing needs), Program Support Group (for students with PSD funding, Koorie students and those in Out of Home Care) and Growth Chats for children identified as being at risk in relation to learning growth. School Council also supported the use of a Curriculum Day to conduct Student Learning Conferences, allowing for 10-15 minute sessions for each child (extended from previous time allocations). Each cohort also conducted weekly assemblies online to support social connection and provide opportunities for celebration and weekly updates were provided to families about the content of the program. Parent/Carer surveys were conducted throughout Remote and Flexible Learning to inform the implementation of programs, with data confirming the practices were serving to maintain connection for the majority of families, with the school's commitment to learning and wellbeing acknowledged. There was also data that indicated some families wanted more frequent feedback on their child's learning and more time online with their teacher/peers.

Achievement

During the periods of remote and flexible learning and when we pivoted back to face-to-face teaching, we maintained our PLC and PLT structures to support collaboration and reflection so as to strengthen teaching practice. The changes and development in collaborative practice that we have observed throughout 2021 include:

- ~ Teachers and teams using formative assessment data and teacher judgement data to set targets for student growth and achievement in reading, writing and number with this documented using cohort level forecasting documents
- ~ Weekly Team Leader meetings were held with a focus on building the capacity of middle level leaders to facilitate the learning cycles within their teams, tracking student growth and designing interventions progressively based on how students were responding to the learning programs.
- ~ Sector meetings attended by PLT Leaders were facilitated by Assistant Principals and Learning Specialists, supporting the development of PLT agendas and discussing the focus of adult learning/instructional coaching in response to student learning data and strategies to be implemented in the management of change within teams and across the school.
- ~ Teacher records and observations of student progress were tracked within weekly PLT agendas and this protected time was used to collaboratively plan units of work using a learning cycle model and with a focus on differentiation
- ~ Greater clarity & consistency in the implementation and analysis of reading assessments and the use of this data to inform learning goals and curriculum planning. There was also time protected for whole-school moderation with guidance from our Education Improvement Leader

In relation to individual and tailored supports for students, we established and implemented the Tutor Learning Initiative running a small-group intervention program in the curriculum area of Reading. Students participated in this program based on them having been identified as at risk (low academic growth the previous year) with the observation being that this low growth was in part explained by the impact of remote and flexible learning. Throughout 2021 we saw improved collaboration between classroom and TLI teachers around learning goals, strategies and the monitoring/tracking of student growth. With commitment from our teachers and in response to feedback from parents, we also improved our communication between classroom and TLI teachers and parents about their child's learning progress which enabled children to be better supported both at home and by the school. The School Improvement Team regularly analysed the student learning data from the TLI program enabling the monitoring of progress of individual children. This then led to determining actions within classroom and TLI intervention, and decisions around human resource allocation (such as extending the program through top-up funding for teaching staff).

Highlights in student learning growth and achievement in 2021 include:

- ~ Teacher judgment in mathematics saw the percentage of students at/above age expected standards in 2021 at 94.3% which exceeded the State average of 84.9% and was close to a match with similar schools whose average was 94.7%
- ~ NAPLAN Year 3 Reading saw the percentage of students in the top three bands at 90.7% with a 4-year school average of 92.2%. This is compared to similar schools whose 2021 result was 90.1% with a 4-year average of 89.4%
- ~ NAPLAN Year 5 Reading saw the percentage of students in the top three bands at 87% with a 4-year average of 83.9%. This is compared to similar schools whose 2021 result was 85.3% with a 4-year average of 83.7%
- ~ NAPLAN Learning Gain Year 3 2019-Year 5 2021 saw 31% of students make high gain in reading compared to 28% for similar schools, 34% make high gain in writing compared to 29% for similar schools and 41% make high gain in spelling compared to 28% for similar schools.

The future priorities relating to student learning growth and achievement and our curriculum program delivery include:

- ~ The implementation of the Tutor Learning Initiative in 2022 with the allocation of DET funding to enable this. Learning cycles will be used to identify students for participation in the program, to inform the planning of learning goals and programs, to guide collaboration around instructional strategies with agreed upon, moderated assessments used to monitor and evaluate growth. We are also prioritising the implementing of timely updates to families about the progress their child is making in the program and the growth evident by the completion of a 10 week learning cycle.
- ~ Within Professional Learning Teams, the implementation of learning cycles in reading, writing and mathematics with assessment data informing student learning goals and instructional coaching programs.
- ~ Building teacher capacity in their instructional practice with a focus on English and Mathematics through a Peer Observation and Instructional Coaching program. This will be implemented and informed by learning cycle data/student learning goals and priority instructional strategies.

Engagement

Our engagement results for 2021 based on attendance throughout the periods of face-to-face teaching and Remote and Flexible Learning are outlined below. 'Similar Schools' are a group of Victorian government schools that are like our school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student absence Years Prep to 6

School average number of absence days in 2021 was 11.2 days absence with the 4 year average being 13.8. This is compared to a 2021 State average of 14.7 with a 4 year average of 15, and a Similar Schools average in 2021 of 10.8 and a 4-year average of 11.8 In summary, our average absence exceeds that of Similar Schools but is below that of the State. Further, our school average number of absence days in 2021 improved on the 2020 average of 12.1 days.

Strategies to address non-attendance throughout 2021 included close monitoring by Professional Learning Teams of student participation and the development of documented processes for teams to follow in liaising with families around student attendance. A tiered response was implemented and case-by-case consideration of student engagement was made based on detailed knowledge of the individual context of each child. Supports were offered to families to ensure consistent engagement and participation in learning programs, including on-site attendance during the periods of Remote and Flexible Learning, tailored learning programs (content and quantity) and the provision of additional 1-1 and small group sessions via the Webex platform. All students funded through the Program for Students with Disabilities (PSD) were offered multiple 1-1 online sessions per week with Education Support Staff and many of these students also attended onsite.

Further whole school initiatives relating to student engagement included building staff capability to integrate digital learning in their programs. There was also an expansion of whole-class and focus group live lesson delivery through the periods of the Remote and Flexible Learning Program and the use of digital learning tools to provide student feedback.

We also secured grants that involved collaboration with students/parents as stakeholders - the Inclusive Schools (Sensory/Nature Playground) and School Shade Sails Fund. This represents a plan for school facilities and grounds works that contributes to the school being a great place to learn.

Future priorities to progress our work relating to student engagement and participation include:

- ~ Progressive updates to families relating to student learning goals developed by teachers and students during learning conferences and documented in student learning portfolios
- ~ Regular student surveys to gauge student engagement followed by student workshops to analyse survey results and develop/monitor action plans
- ~ Partnerships with school and community members/organisations to expand opportunities for students through learning programs, incursions/excursions and lunchtime clubs

Wellbeing

Our priorities throughout 2021 included refining our whole-school approach to wellbeing and embedding routines that support a safe and orderly learning environment. With this, teams protected time in learning programs and collaborative meetings to explicitly teach these routines, communicate expectations and monitor the effectiveness of their implementation. This focus on wellbeing saw Rights, Responsibilities and Respectful Relationships continue as a foundation to our approach and this was protected as part of the program delivery from Foundation-Year 6. Our Wellbeing Leaders also reconnected with regional support and network schools, developing Action Plans for our implementation in 2021-2022. The implementation of the RRRR lesson sequence and responding to student needs based on contextual understanding was a priority that was delivered on by our teaching teams, both during remote and flexible learning and upon the return to face-to-face teaching.

Classroom teachers were supported by their leaders to develop Individual Education Plans for students with PSD

funding, students who identify as Koorie and students in Out of Home Care. This extended to students with a diagnosis that impacted their learning and wellbeing, such as students with ASD and/or ADHD. SSG and PSG meetings were conducted on a regular basis for these students, facilitating collaboration between key stakeholders and informing the design and implementation of interventions that were then documented in the Individual Education Plans and meeting documentation.

Within Professional Learning Teams and with the input of Principal-class leaders, teams tracked the health and wellbeing of students across their cohort and identified priority actions either within the learning program or those targeted to individual and family support. For many students this included close collaborative partnerships with medical professionals such as GPs and Paediatricians, and allied health professionals including psychologists, occupational therapists and speech therapists.

We continued to use Chronicle as a function on Compass to monitor student wellbeing needs across the school, identifying patterns in their presentation with the leadership team discussing on a weekly basis the students at risk and evidence of their progress, with priority actions identified and implemented. Each Professional Learning Team used a student engagement and wellbeing tracking document to identify and monitor students at risk and to document the strategies being implemented and the progress of these on a weekly basis. During periods of remote and flexible learning, additional 1-1 check ins with students were conducted and parent contact maintained based on the teacher's knowledge of a child's wellbeing needs and/or feedback from their family. By having an established process for monitoring engagement and teachers supported in implementing this consistently, we communicated to students and families that they have people at the school who care about them and who are invested in responding to their wellbeing needs.

Student Attitudes to School

Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree). Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

School percent endorsement in 2021 was 77.4% (compared to 79.2% in 2020) with the 4 year average at 80.2%. This is compared to the 2021 State average of 79.5% and a 4 year average of 80.4%. The average for Similar Schools in 2021 was 78.3% and the average across the last four years was 79.3%. In summary, the percentage endorsement for Footscray City Primary School in 2021 was slightly below similar schools but our 4 year average remains above that of similar schools.

Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree). Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

School percent endorsement in 2021 was 73.5% (compared to 74.1% in 2020) with the 4 year average at 75.2%. This is compared to the 2021 State average of 78.4% and a 4 year average of 79.7%. The average for Similar Schools in 2021 was 77.5% and the average across the last four years was 78.7%. In summary, the percentage endorsement for Footscray City Primary School in 2021 was below the average of both similar schools and the State and this will be a focus of further exploration with students, parents/carers and staff.

Future directions and strategies:

In 2022 we are participating in the Mental Health in Primary Schools Pilot, a Department of Education and Training initiative designed to promote a whole-school approach to mental health and wellbeing. The Pilot is being delivered in partnership with Murdoch Children's Research Institute and the Melbourne Graduate School of Education.

The Pilot provides our school with funding during 2022 to employ a teacher-qualified professional as a Mental Health and Wellbeing Coordinator who will lead a whole-school approach to mental health prevention and early intervention approaches that are embedded in the classroom. This will enable us to further deepen our current practices to support our students' wellbeing.

The mental Health and Wellbeing Coordinator will complement the school's existing wellbeing team, and strengthen our connections with Department of Education and Training regional staff, local community services and other health professionals to engage and build relationships with appropriate mental health and wellbeing supports.

Key priorities in our whole-school approach to mental health and wellbeing will include:

- ~ Rights, Responsibilities and Respectful Relationships implemented within classroom programs as part of Tier 1 of the whole school model
- ~ SWPBS Framework implemented which will include revisiting existing practices and the relaunch of the whole school approach
- ~ Mental health continuum used to identify children at risk and target tier 2 (small group) and tier 3 (one-to-one) responses

Finance performance and position

The annual result for 2021 was a surplus of \$60 827 which was carried over to the 2022 cash budget to support learning programs and school maintenance costs.

Items of extraordinary expenditure in 2021 included:

CRT costs totalling \$102 281.00 which exceeded the indicative budget by \$33 330. This spending was consistent with 2020 but significantly higher than in the years prior to the pandemic. This increase is explained by the use of CRTs to provide the supervision of children onsite during the periods of Remote and Flexible Learning, in addition to FCPS staff. This enabled the school to maintain a safe and orderly learning environment and implement the recommended adult-child ratio during this time. It also enabled us to have limited numbers of FCPS staff onsite, thereby protecting the time for our teachers to deliver the Remote and Flexible Learning Program, monitor/track student learning and provide feedback to students.

Planned maintenance and minor works spending totalled \$79 650 which included spending on projects such as painting and refurbishment of internal learning spaces and central areas. We received \$48 723 in our Student Resource Package, meaning that the school accommodated the difference of \$30 927 from our cash budgets to cover these maintenance projects.

Sources of funding the school received include:

Equity funding of \$24 732 was received and used to support the provision of learning intervention programs and 1-1 support within classroom programs.

The school received DET funding of \$98,443.34 in 2021 for the Tutor Learning Initiative and the school then provided additional funding of \$26,319.31 from the SRP (credit). This enabled the program to run for a longer period into Term 4 so as to maximise the support of student learning growth and achievement. This saw a total investment in 2021 of \$124,762.65.

Voluntary Contributions via the Parent Payment Policy:

Student Engagement and Wellbeing Fund - \$8 245.00

Grounds Fund - \$4 070.00

Building Fund - \$9 565.00

Other sources of funding include:

Local Grant announced - \$200,000.00 from the Inclusive Schools Fund to deliver a sensory/nature playground and enhance the existing Butterfly Garden. These funds are scheduled to be received and works completed in 2022.

Planned Maintenance Program Stage 1 of the Rolling Facilities Evaluation Works funding received totalling \$34 500.00

Additional State or Commonwealth Government funding the school received beyond the Student Resource Package included:

FCPS engaged in Licence Agreements with the Westgate and Westside Basketball Associations, the Western English Language School (WELS), Team Kids (Holiday Care Program), Camp Australia (Out of School Hours Care) and Lunch Box totalling \$76 870 in revenue for the 2020 school year.

The funds generated through these licence agreements was used to cover the costs associated with the running of Bluestone Building for the Western English Language School and FCPS Gymnasium, along with the ongoing utilities and maintenance costs for the school which exceed the allocated funding in the Student Resource Package and require the redirection of funds from other revenue areas.

For more detailed information regarding our school please visit our website at
<http://www.fcps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 513 students were enrolled at this school in 2021, 241 female and 272 male.

14 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

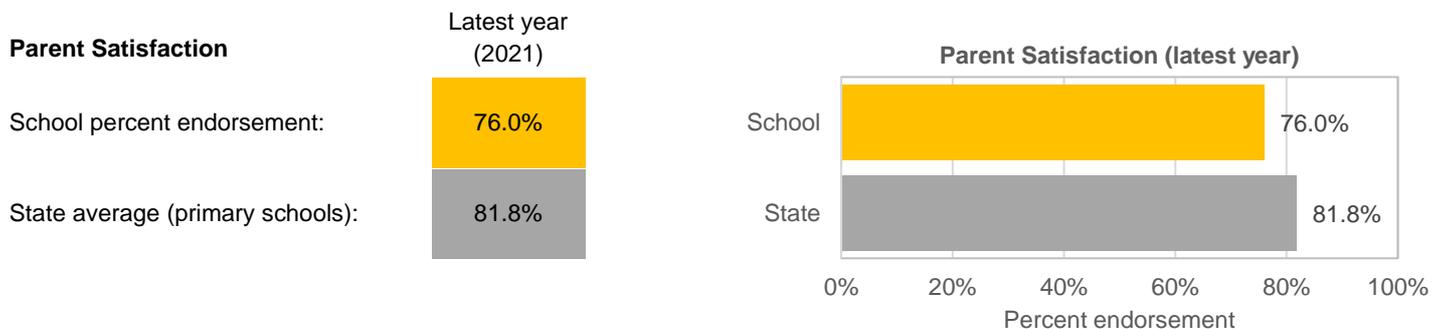
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

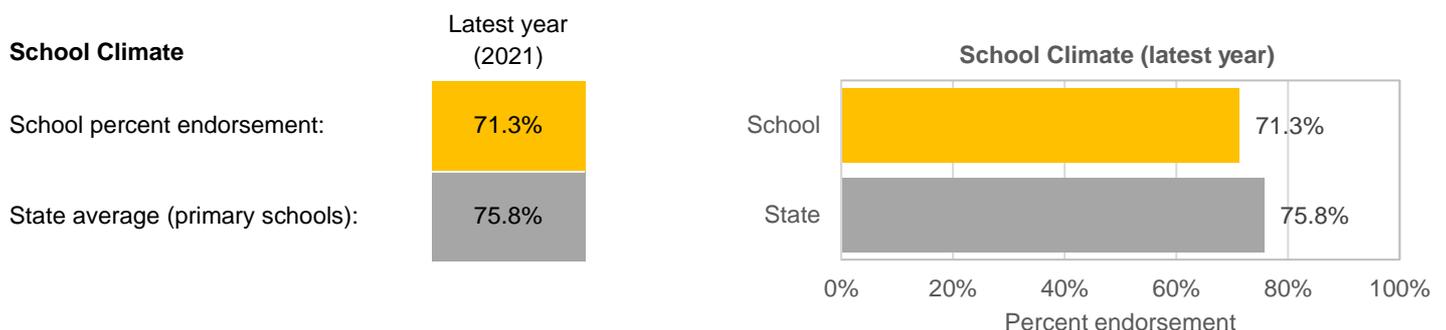


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

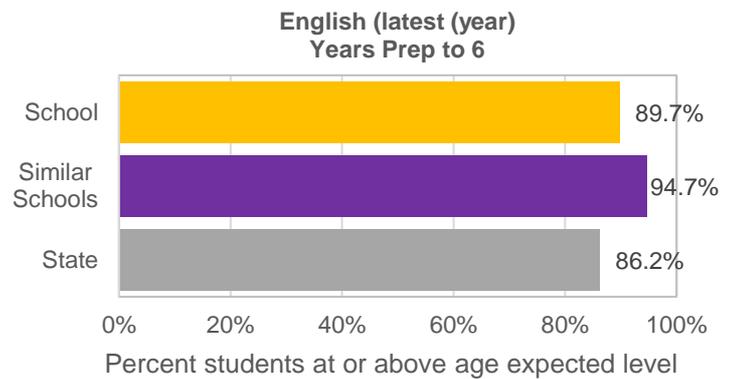
89.7%

Similar Schools average:

94.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

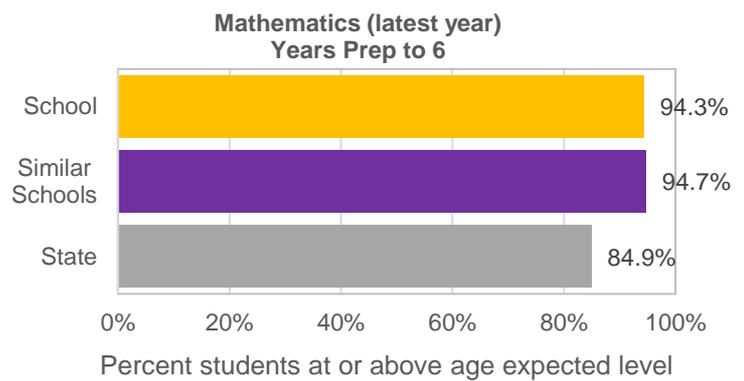
94.3%

Similar Schools average:

94.7%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

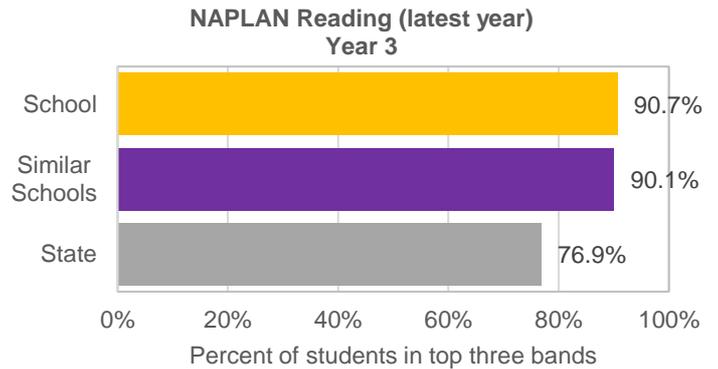
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

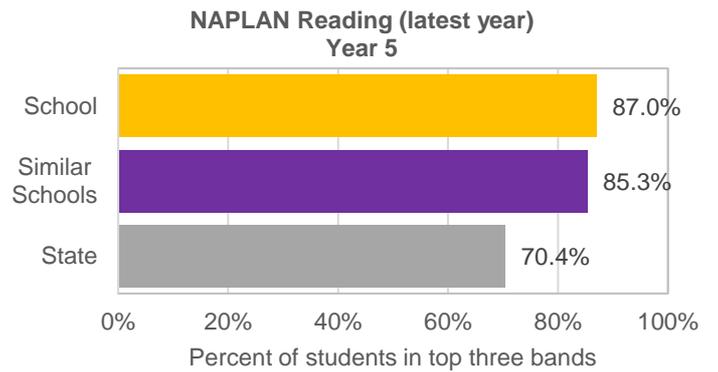
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.7%	92.2%
Similar Schools average:	90.1%	89.4%
State average:	76.9%	76.5%



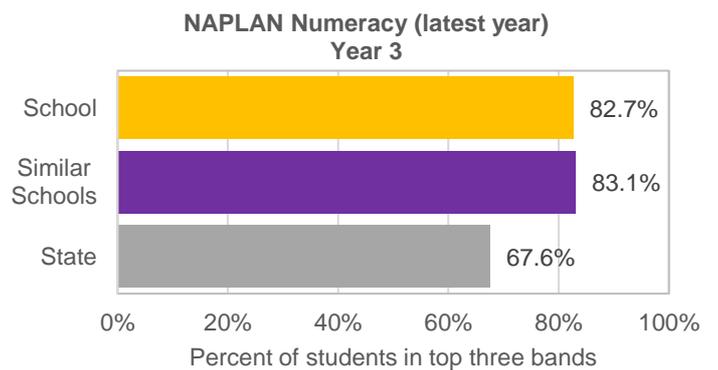
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.0%	83.9%
Similar Schools average:	85.3%	83.7%
State average:	70.4%	67.7%



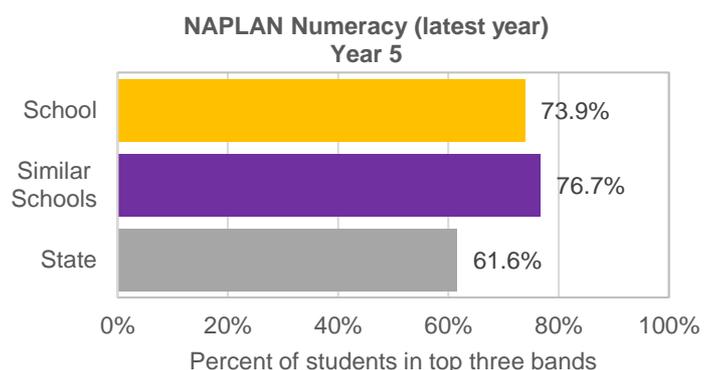
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.7%	82.8%
Similar Schools average:	83.1%	84.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	76.9%
Similar Schools average:	76.7%	77.0%
State average:	61.6%	60.0%



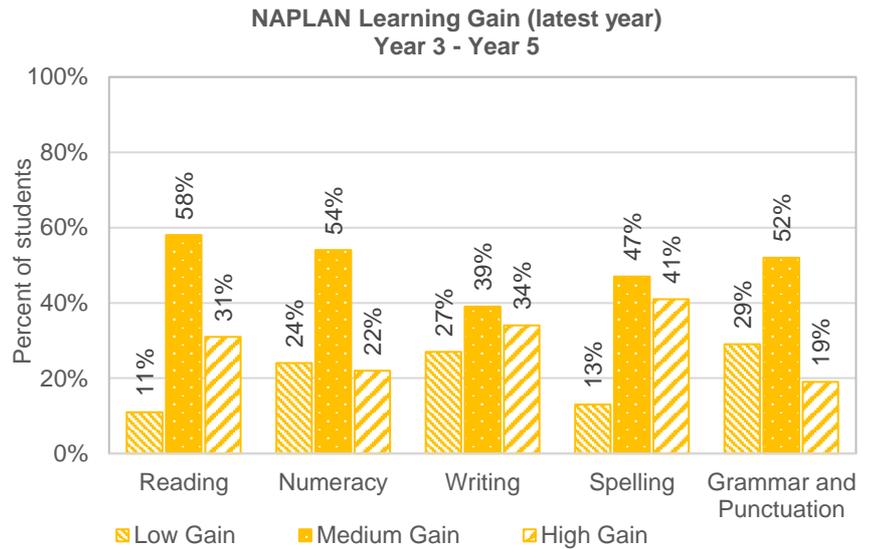
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	11%	58%	31%	28%
Numeracy:	24%	54%	22%	26%
Writing:	27%	39%	34%	29%
Spelling:	13%	47%	41%	28%
Grammar and Punctuation:	29%	52%	19%	24%



ENGAGEMENT

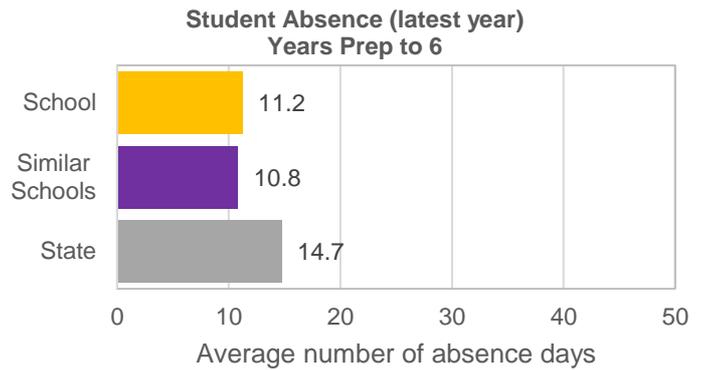
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.2	13.8
Similar Schools average:	10.8	11.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	95%	94%	94%	96%	94%	95%

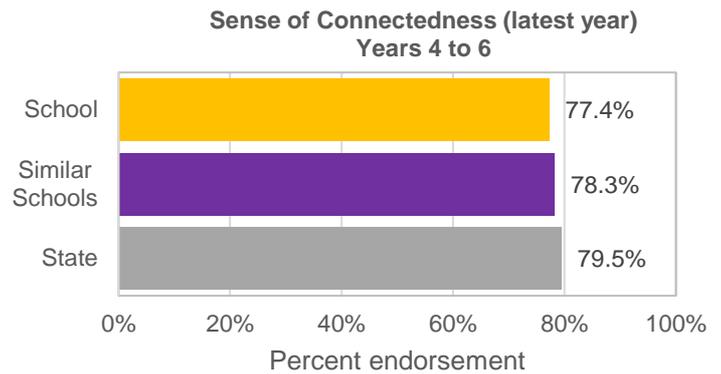
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.4%	78.4%
Similar Schools average:	78.3%	79.3%
State average:	79.5%	80.4%

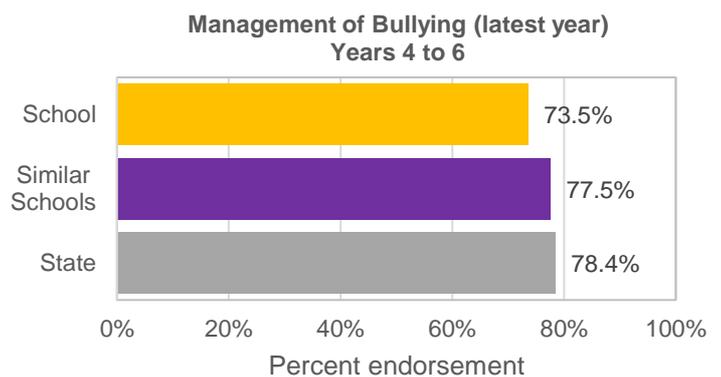


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.5%	75.2%
Similar Schools average:	77.5%	78.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,124,131
Government Provided DET Grants	\$576,015
Government Grants Commonwealth	\$4,902
Government Grants State	\$0
Revenue Other	\$4,975
Locally Raised Funds	\$397,801
Capital Grants	\$0
Total Operating Revenue	\$5,107,823

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,732
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,732

Expenditure	Actual
Student Resource Package ²	\$4,060,761
Adjustments	\$0
Books & Publications	\$6,891
Camps/Excursions/Activities	\$140,020
Communication Costs	\$8,628
Consumables	\$116,271
Miscellaneous Expense ³	\$10,594
Professional Development	\$9,347
Equipment/Maintenance/Hire	\$163,489
Property Services	\$139,159
Salaries & Allowances ⁴	\$10,954
Support Services	\$194,447
Trading & Fundraising	\$8,749
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,522
Total Operating Expenditure	\$4,923,832
Net Operating Surplus/-Deficit	\$183,992
Asset Acquisitions	\$9,800

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$276,546
Official Account	\$31,965
Other Accounts	\$2,009
Total Funds Available	\$310,520

Financial Commitments	Actual
Operating Reserve	\$125,247
Other Recurrent Expenditure	\$23,694
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$43,747
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$94,139
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$286,827

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.